

VISION

To create an outstanding British international school which empowers all students to embrace learning, achieve their best, and promote their intellectual, emotional, social and physical wellbeing.



PEARLING SEASON INTERNATIONAL

Secondary Homework Policy

To create a community of learning within a safe, secure and happy environment where our children are motivated, challenged and supported in all they do. Our passion for learning and teaching will inspire our students, as will our warmth, humanity and transparency. Student achievement will be limitless, and they will leave with the confidence and capability that will equip them for every facet of adult life as a global citizen.

MISSION

Policy Date: November 2020
Revised: Mr Ahmed Al-Talib / Mrs Janet Akar
Review Date: November 2021
Person Responsible: Mrs Janet Akar

Document Revision Page

This page is used to record information about the changes (additions, modifications and deletions) that have been made to this document.

| Revision Date | Section & Title | Page No. | Summary | Authors |
|---------------|-----------------|----------|---------|-------------------|
| November 2020 | Whole Document | All | All | Mr Ahmed Al-Talib |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Objectives

The purpose of this policy is to identify meaningful understandings and practices of homework with the aim of assisting all involved in the educational learning process by offering direction regarding meaningful homework that takes into account the different needs of all the learners.

Research has shown that if homework is assigned in a meaningful manner, in different degrees and quantities in relation to year of schooling, and in relation to the learning needs of students, it will have positive benefits to the learning process. Homework should not interfere with or undermine co-curricular activities including those of a social nature. It is crucial that learners are given a timely opportunity to be involved in meaningful leisure activities.

At Pearling Season International School, we believe that homework is important in:

- Reinforcing positive attitudes to work.
- Encouraging self organisation and self-discipline.
- Reinforcing, broadening and extending the school curriculum.
- Developing home/school partnership.
- Preparing pupils for life opportunities and experiences.

The purposes of homework

There are many reasons for setting homework, the most important ones being:

- To encourage and develop self-discipline and study habits
- To reinforce class work and consolidate learning
- To give pupils experience of working on their own, and to develop in pupils a sense of responsibility for, and commitment to, their own learning
- To offer access to resources which are not available in school
- To involve parents in the educational process and provide an insight into the work of the pupil

Principles underlying homework policy and practice

- Homework should be carefully planned and be an integral part of course work.
- Homework should be differentiated to meet the needs of individual pupils
- Pupils should be adequately prepared for the completion of tasks set
- Homework should be issued to all year groups, in all subjects and to all pupils
- Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable

Different types of homework

| Type | Definition | Intended outcomes | Application | Assessment |
|-------------|--|---|---|---|
| Completion | Any work assigned during the school day not completed in class. | Helps students to keep up to date with the classroom programme. | The classroom programme should be differentiated if a student has completed homework on a regular basis. | Assessment for learning <ul style="list-style-type: none"> Viewed by teacher, understanding checked as a priority. Self-management tracked, time required for competition. |
| Practice | Any work that reviews and reinforces skills and concepts taught in class. | Helps students practice newly acquired skills to develop fluency. | To be effective, practice homework requires students to already be able to independently perform the skills required. | Assessment for learning <ul style="list-style-type: none"> Viewed by teacher, to check for understanding, self-management tracked. Individual feedback is given (can be verbal feedback) |
| Preparation | Any work that prepares students for upcoming lessons or classes. | Encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study. | Short preliminary readings or topic-specific vocabulary practice in preparation for new material, review of ideas from previous lessons needed for upcoming work. | Assessment for learning <ul style="list-style-type: none"> Progress/ completion tracked by teacher and feedback is provided if required. |
| Extension | Any work that explores and refines learning in new concepts or integrates and expands on classroom learning. | Encourages students to problem solve, think creatively and think critically. | To be effective, extension homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world. | Assessment for learning <ul style="list-style-type: none"> Work reviewed and corrected by teacher. It is tracked and feedback is provided. |

The Role of Staff

The Senior Management Team will provide support for the development of homework programmes in departments in terms of time and resources. The SMT will also take responsibility for informing parents of the whole school policy through the use of the school website and an information booklet.

The Principal will ensure that the whole school policy is embedded firmly in departmental provision and that provision is regularly monitored and reviewed.

Class Teachers will issue, monitor and assess regularly, homework undertaken by pupils. It is important that a realistic timescale for completion of homework is set and that pupils are made aware of how homework is to be assessed or acknowledged. All teachers should check on the use of the homework diary and ensure that homework is written down. While class teachers will praise pupils for the consistent return of homework, they will also follow the whole school policy on the non-return of homework.

The Role of Parents/Guardians

Parents/Guardians should appreciate that homework is an important activity and that they have a key role to play in ensuring that homework will be completed to the best of their child's ability. Parents are encouraged to provide practical support for homework by:

- Establishing a routine whereby homework is given a recognized place in home life
- Discussing homework with the young person regularly
- Checking and signing the homework diary and homework issued when required
- Providing an appropriate place where study can be undertaken.

The Role of Pupils

Pupils will:

- Recognise the value of homework and be made aware of its capacity to improve learning.
- Be encouraged to use study planners to ensure that their workload is as evenly spread as possible
- Meet the expectation of staff that homework will be completed and returned on time
- Make use of the support available to them
- Be made aware of the consequences of non-completion of homework.
- Be made aware of the seriousness of plagiarising homework from the internet or other sources.

Reporting to Parents

Reports at every stage will comment on homework. Class teachers should maintain accurate records of completion/ non-completion of homework so that parents can receive accurate information regarding their children.

The following codes will be used in the reports to indicate how homework is graded:

| |
|--------------------------|
| EA = Excellent Attitude |
| GA= Good Attitude |
| RI= Requires Improvement |
| PA= Poor Attitude |

Monitoring and Evaluation

Homework will remain a permanent feature of the whole school and departmental development plans. The School Management Team will be responsible for monitoring the implementation of the policy across the school and for identifying and disseminating good practice. Evaluating the policy will involve consultation with staff, parents and pupils. All staff should be involved in monitoring and evaluating the effectiveness of homework programmes.

Good Practice: Homework Checklist

Routine:

- Homework is issued at the end of the lesson
- Homework is recorded in pupil diary/study planner
- Homework is recorded in teacher's medium term plans.
- Homework is issued on the same day each week/fortnight
- Homework is returned on the same day each week/fortnight
- Homework is commented upon using the Marking Policy, depending on the topic that is allocated.
- Return and non-return of homework is recorded by class teacher
- Pupils are rewarded/praised for consistent high standard of homework
- Pupils are rewarded/praised for consistent return of homework
- Pupils are rewarded/praised for consistent high level of effort shown in homework

Methodology

- Homework is a planned element of the classroom teaching
- Homework takes into account the different styles of learning of individual pupils
- Homework takes into account the ability range of pupils
- Homework takes into account the variation in resources available to pupils
- Homework tasks are varied
- Homework tasks are challenging
- Homework tasks are interesting

Homework activities for the More Able Learners:

- Homework tasks are open-ended and promote imagination and creativity
- Homework tasks are research based and promote enquiry skills
- Homework tasks involve investigative skills
- Homework tasks are long term, project based
- Homework tasks promote self-reflection
- Homework tasks involve collaboration with peers, parents and the wider community
- Homework tasks are monitored closely by class teacher

*The more able learner may present a previously unrecognised aptitude at any given moment. It is therefore, in this instance, good practice to issue a spontaneous homework activity.

Procedures to be followed when homework has not been completed or returned

1. Teaching staff should issue a warning to the pupil when homework is not completed on the first occasion. A record of action should be kept.
2. If no improvement, teaching staff should allocate a break time detention to learners, where they will complete the assigned homework.
3. If no improvement, teacher should issue a homework alert letter or email to parents.
4. If this does not work, Pastoral Leader will intervene.

The use of Homework Planners

All students will be provided with a Pearling Season International School Homework Planner on a yearly basis. Students are expected to use the planner on a daily basis to track their homework and to show their parents, so that their work is closely monitored in order to enhance teaching and learning. Each year group and student may have slightly different expectations based on developmentally appropriate needs.

Teachers will post homework clearly in the classroom and ensure that students write the homework in planner on a daily basis.

Time allocation for different subjects

| Subject | Level | Number of HW per week |
|---------------------|---------|-----------------------|
| English | KS3 | 2 |
| | KS4/5 | 2 |
| Math | KS3 | 2 |
| | KS4/5 | 2 |
| Science | KS3 | 2 |
| | KS4 | 2 |
| | KS5 | 2 |
| Arabic | KS3 | 2 |
| | KS4/KS5 | 2 |
| ICT | KS3 | 1 |
| | KS4 | 1 |
| Geo/Hist | KS3 | 1 |
| | KS4 | 1 |
| Business | KS4 | 1 |
| Global Perspectives | KS5 | 1 |
| ART | KS3 | 1 per module |
| Psychology | KS5 | 1 |
| Qatar History | KS3 | 1 |
| Islamic Studies | KS3/4/5 | 1 |

Advice for Students

- Students should inform their teachers if they are finding it difficult to cope with the homework demands. As stated above, any consideration of extension of deadlines requires advanced warning. If they simply do not complete the work, then it will be recorded as not completed.
- If learners find it difficult to understand what is expected of them when the teacher sets the homework in class, it is their responsibility to ask them to clarify the task. Teachers cannot expect them to complete it if they don't understand what is expected of them.
- Where work is set with a deadline that is several days or week away, students are advised to record not only the deadline in their planners, but also the days that they are going to use to complete it. This will prevent them leaving it to the last minute and having a large amount of work to complete.
- Students may need to go beyond the stated time allocations, but this should not happen every night and should not mean that students are consistently up late working. They should maintain a good balance - sport, music and other interests are all important parts of their educational lives. However, school work takes precedence over tutorials or work set by external tutors.
- Students are encouraged to speak to their teachers about any uncertainties that they may have.

Advice for Parents

- Wherever possible, make sure that you have a set time when your child completes their homework, and monitor this period.
- Students who are distracted by other activities (such as computer, games etc) and start their homework late will finish it late.
- Try to remove distractions during this time - make sure that students have a quiet, well-organised space to complete their work.
- Try to discuss your child's homework with them - discuss deadlines, how they are going to meet them, what is expected etc. Not only will this allow you to understand the demands of the curriculum, but you will also be better placed to help them if they run into trouble.
- All students should maintain an effective record of their work in their planners.
- It is vital that the students have the chance to focus on their school work.
- Encourage a balanced lifestyle. Students that have an opportunity to express themselves or to keep fit by playing sport are more likely to be able to focus on their work at home.
- Contact the teacher if you have any concerns. The best way to avoid problems is to open up dialogue sooner rather than late.